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ABSTRACT

This program, included in "Effective Reading Programs...," serves 10,000 students in grades one through eight who live in neighborhoods that are serviced by schools receiving Title I funds. The program, begun in 1971, is designed to improve students' reading skills and attitudes toward reading. The reading improvement teams (RIT) provide individualized, diagnostic reading instruction in addition to regular reading classes. Instructional strategies, which generally emphasize reading comprehension, vary from team to team, depending on the diagnosed need of each child, and collective experience of the team members, and the available facilities and materials in each school. Reading assistants and reading aides identify underachieving students, diagnose their reading difficulties, and write prescriptions that remedial and developmental reading teachers use to direct reading instruction. The program also maintains an inservice center for the professional development of all staff members, and especially for the improvement of remedial reading methods for RIT classroom teachers. (RB/AIR)

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ED108170

TITLE I

READING IMPROVEMENT TEAM GUIDELINES

1974 - 1975

Saint Louis Public Schools

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PURPOSE

The general purpose of the Reading Improvement Team (RIT) program is (1) to improve the elementary students' reading skills and their attitudes toward reading and (2) to broaden and improve the remedial reading techniques used by designated classroom teachers. RIT focuses the knowledge and skills of a team of reading specialists and classroom teachers on the individual needs of students with serious reading problems. Effective teamwork requires working closely together and sharing a commitment to a common goal.

PROGRAM

This program provides individualized instruction to identified students who are below grade level in reading achievement according to Title I guidelines. Instruction is tailored to meet the needs of individual students in the basic reading skills with emphasis on improving reading comprehension and attitudes toward reading. The program also provides assistance to the teachers of identified students in individualizing and improving the teaching of remedial reading. Some teams will use the Hoffman Language Arts Program as the basic support system. This program involves a laboratory setting. All remedial instruction supplements the regular reading program.

The RIT at each school usually consists of the principal, a reading assistant, a remedial reading teacher, a reading aide, designated classroom teachers, and in some cases, Career Opportunity aides and volunteers. As a team, these people are expected to share ideas and techniques, to communicate about the needs, skills, and progress of the students, and to support and reinforce each others' work with the students.

ORGANIZATION

Reading Assistant and Reading Aide.
The position of Reading Assistant must conform to Title I and House Bill 474 guidelines. The combination of guidelines results in students being placed into two categories--direct service and indirect service.

Direct Service: Fifty eligible and identified students in each RIT school will receive direct remedial reading service from the reading assistant. Direct service involves diagnosis, prescription and remedial supplementary instruction.

Indirect Service: An additional thirty-five eligible and identified students will be serviced indirectly. Indirect service involves only diagnosis and prescription by the reading assistant; the regular classroom teacher provides the instruction. Students receiving indirect service will be diagnosed periodically during the course of the year and written diagnostic reports with prescriptive recommendations will be given to the regular classroom teacher. The reading assistant will retain a copy of all the diagnostic and prescriptive information for students in this category.

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ORGANIZATION (Continued)

As openings occur in the direct service category, the reading assistant will select students from the indirect service category to fill these openings. A case load of fifty students will be maintained at all times for the direct service category. Shifts to fill direct service openings will result in openings in the indirect service category.

As openings occur in the indirect service category additional eligible and identified students will be diagnosed, prescriptions will be written and conferences will be held with the student's classroom teacher.

The combination of the two sets of guidelines (Title I and House Bill 474) has resulted in a change in "Title I inservice eligibility" requirements. Classroom teachers with three or more students in the indirect service category are designated as RIT classroom teachers and are eligible for inservice training from the reading assistant and the Title I Inservice Center.

Generally, RIT instruction will be scheduled according to the following guidelines:

	Minutes Per Week	Average Class Size	Length of Instructional Period	No. of Instructional Periods Per Week
Reading Assistants	120-150	8-10	30-60 Min.	2-5
Hoffman Reading Lab	120-150	10-20	30-45 Min.	4

Each reading assistant should schedule periods for diagnosing and prescribing for indirect service students, for inservice activities, and for instructional planning.

Remedial Reading Teacher

The remedial reading teacher will provide small group remedial instruction for the fifty students in the school with the most serious reading problems. This teacher will provide 120-150 minutes of instruction per week with an average class size of 3-10 students. Instructional periods will range from 30-60 minutes with 2-5 periods scheduled weekly.

RESPONSIBILITY

The District Superintendent has the responsibility for the overall effective operation of the RIT program in his district. Title I curriculum specialists in each district, working closely with the District Superintendent, school principals, and the Supervisor of Title I Projects, are directly responsible for the effective operation of the program in their district schools. System-wide coordination is provided by the Supervisor of Title I Projects.

Whenever an RIT student (direct or indirect category) transfers to another school, RIT or remedial reading should be indicated on the transfer card so that he can be placed in the program at the receiving school, if possible. His reading prescription and records should be sent to the receiving school with his official records. New Federal regulations allow parents to review all student records. Records must be written in such a manner that they are open to public scrutiny.

RESPONSIBILITY (Continued)

Reading assistants and remedial reading teachers will submit initial student rosters by September 20, 1974. The reading assistant will submit rosters for both direct and indirect students. Updated rosters are due thereafter on the 5th of each month. Rosters are to be sent to the Supervisor of Title I Projects. A negative report must be submitted if no changes occur.

TEAM PERSONNEL

Principals serve as team leaders. They supervise the program and coordinate the work of the team with the total school program. They should allot time for the reading assistant to provide inservice for team teachers. Team meetings should be scheduled regularly. Staff and parents should be kept informed about the program. The principal's role is a key one in developing team spirit and assuring efficient operations.

Reading Assistants work with the remedial reading teachers, reading aides and the classroom team teachers in improving the reading comprehension skills and attitudes of the identified students in the school. Students are identified, their reading difficulties are diagnosed, prescriptions are written, and remediation is given according to the direct or indirect category of the student. The reading assistant also provides training for reading aides and assists designated RIT classroom teachers in improving their remedial reading teaching techniques through team meetings, individual conferences with the teachers, and classroom demonstrations.

Remedial Reading Teachers provide small group or individual remedial instruction for the 50 students who have the most serious reading problems in the school. They must follow the guidelines of House Bill 474 and the guidelines of Title I. They work closely with the reading assistant and the classroom teachers of the students they are serving.

RIT Classroom Teachers have at least three identified indirect service students in their classrooms who have been diagnosed by the reading assistant. They continue to provide the basic reading instruction but are expected to follow the prescriptive recommendations provided by the reading assistant. These teachers also receive help from the reading assistant in broadening and improving their skills in remedial reading techniques and are eligible for Title I inservice workshops.

Reading Aides work under the supervision of the reading assistants. They reinforce remedial instruction, prepare instructional materials, administer specific skill tests and grade objective tests. All instructional aides must have 60 college credit hours by September 1, 1975, in order to continue in any Title I instructional program.

TITLE I
(98)
READING IMPROVEMENT TEAM LOCATIONS

BANNEKER: CENTRAL-VASHON (24)

School	
*Banneker	
**Blair	
**Blewett	
*Bryan Hill	
Carr (2)	
*Carr Lane	
**Carver	
*Cole (2)	H-1
**Columbia	H-1
**Dunbar	
*Eliot	
Franklin (2)	H-1
**Henry	
*Howard	
Howard Branch	
**Irving	
*Jackson	H-1
*Jefferson	H-1
*Lowell	
*Marquette	H-1
*Webster	
H = 6	

CLEVELAND-SOUTHWEST (1)

School	
**Stix	
H = 0	

MCKINLEY-ROOSEVELT (14)

School	
*Chouteau (2)	
*Clinton	H-1
Clinton Branch	H-1
*Hodgen	
**Lafayette	
*L'Ouverture (2)	
*Madison	
**Peabody (2)	
Rock Spring	
*Wyman (2)	H-2
H = 4	
*Title I Remedial Reading Teacher	
**Board Remedial Reading Teacher	
Total Hoffman = 23	

BEAUMONT-SUMNER (26)

School	
**Bates	H-1
*Benton	H-1
**Cote Brilliante (2)	
*Cupples	H-1
*1.5Euclid	H-1
*Field (2)	
Field Branch	
*Gundlach (2)	
*Harrison	
*Hickey	H-1
*Langston (2)	
*Lexington	H-1
*Marshall	H-1
**Riddick	
*Simmons (2)	
*Stevens	
**/*Turner Middle	
*1.5Washington	
**Williams	
Williams Branch 1	
Williams Branch 2	
H = 8	

NORTHWEST-SOLDAN (33)

School	
*Arlington (2)	
*Clark (2)	
Clark Branch 1	
*Cook (2)	H-2
**Dozier	H-1
*Emerson (2)	
*Enright Middle (2)	
**Ford (2)	
Ford Branch	
**Hamilton (2)	
Hamilton Branch 1	
Hamilton Branch 3	
*Hempstead (2)	
*Laclede (2)	
*Mark Twain (2)	
Mark Twain Branch	
*Mitchell (2)	
Mitchell Branch	
*Stowe (2)	H-2
*Walbridge (2)	
H = 5	

All programs are conventional except as noted by H and number.

PLANNING AND PROGRAM DEVELOPMENT AUGUST, 1974

TITLE I

READING IMPROVEMENT TEAM

1974-75 ELIGIBILITY AND IDENTIFICATION REQUIREMENTS

Students who are to be served with directly and indirectly must live in an eligible Title I school attendance area, must be identified for the specific service they are to receive, and then enrolled in a Title I program. A master file will contain the names of all participating students. According to state guidelines, a child must be substantially below the norm in the subject to be remediated and must have an IQ higher than the established level for the EMR child. Substantially below the norm is defined as at least two months in grade 1, four months in grade 2, six months in grade 3, eight months in grade 4, ten months in grade 5, twelve months in grade 6, fourteen months in grade 7 and sixteen months in grade 8.

Educational deprivation should be determined by using the standardized test results from Spring, 1974.

1. Achievement Requirement

a. Students may be identified when they show underachievement on the reading subtest on the Iowa Tests of Basic Skills, Grades 1-7, according to the following criteria:

Iowa Tests of Basic Skills, April or May, 1974

Grade in Spring, 1974	To Be Eligible A Student Must Score
1	1.6 or below
2	2.4 or below
3	3.2 or below
4	4.0 or below
5	4.8 or below
6	5.5 or below
7	6.3 or below

In September, 1974, students without scores may be given the reading subtest of the ITBS. First grade pupils tested during September, 1974, should score .9 or below, second grade 1.6, third grade 2.4, fourth grade 3.2, fifth grade 4.0, sixth grade 4.8, seventh grade 5.6 and eighth grade 6.4.

6. All students held back a year or more meet the educational deprivation requirement for the program.

2. IQ Requirement

This program is for the average underachieving student. Students who qualify for EMR classes are not to be included. Primary students should have IQ scores of 76 or above. If an IQ score is not available for a primary student, teacher judgement indicating that he has an average IQ is acceptable.

Middle and upper grade students should have a Lorge-Thorndike Verbal IQ of 76 or above or a Binet of 76 or above, provided that the score is not more than two years old.

3. Previous Title I Students

Students who were enrolled in RIT or Rooms of Fifteen last year are eligible for RIT this year if their reading comprehension scores show they qualify according to their grade level.

READING IMPROVEMENT TEAMS (RIT)--ESEA TITLE I
ST. LOUIS, MISSOURI

PROGRAM SIZE AND TARGET POPULATION

Students in this program live in neighborhoods that are served by schools receiving Title I funds and are below grade level in reading achievement as measured by standardized tests. Within each Title I school, those classrooms with the most underachievers are selected to be in RIT. The program serves about 10,000 children in grades 1 through 8.

YEAR STARTED

The program began in 1971.

STAFF

The program is staffed by a supervisor, a Title I inservice coordinator, a material center specialist, 5 district curriculum specialists, 4 media specialists, 73 principals from each of the Title I schools, 98 reading assistants, 60 remedial reading teachers, and 98 reading aides. Each team consists of the school principal, one reading assistant, one remedial reading teacher, one reading aide, and up to 10 regular classroom teachers.

MAJOR FEATURES

To improve reading skills and attitudes toward reading in RIT students, reading improvement teams provide individualized, diagnostic reading instruction in addition to regular reading classes. Instructional strategies, which generally emphasize reading comprehension, vary from team to team, depending on the diagnosed need of each child, the collective experience of the team members, and the available facilities and materials in each school.

Under the guidance of the principal, reading assistants and reading aides identify students, diagnose their reading difficulties, write prescriptions and provide remediation according to the direct or indirect category of the students. Inservice is provided for designated RIT classroom teachers. Remedial reading teachers provide small group or individual remedial instruction for the children who have the most serious reading problems in the school. The program also maintains an inservice center for professional development of all staff members, and especially for the improvement of remedial reading teaching techniques of RIT classroom teachers. In addition to preservice orientation, comprehensive inservice training is offered to all staff members during summers and throughout the school year. Topics are selected in response to the expressed needs of the staff and cover many diverse areas.

SPECIAL FACILITIES, MATERIALS, EQUIPMENT

The program uses available classroom materials--workbooks, kits, games, audiovisual equipment, teacher-made materials, and locally developed diagnostic tests. Many of the schools maintain separate reading rooms for remedial instruction.

COST

The total cost of instructional materials for a class of 30 is $. The average, annual per-pupil cost for the regular district program is $830. The annual per-pupil cost of this program exceeds that by between $100 and $199.

FOR FURTHER INFORMATION

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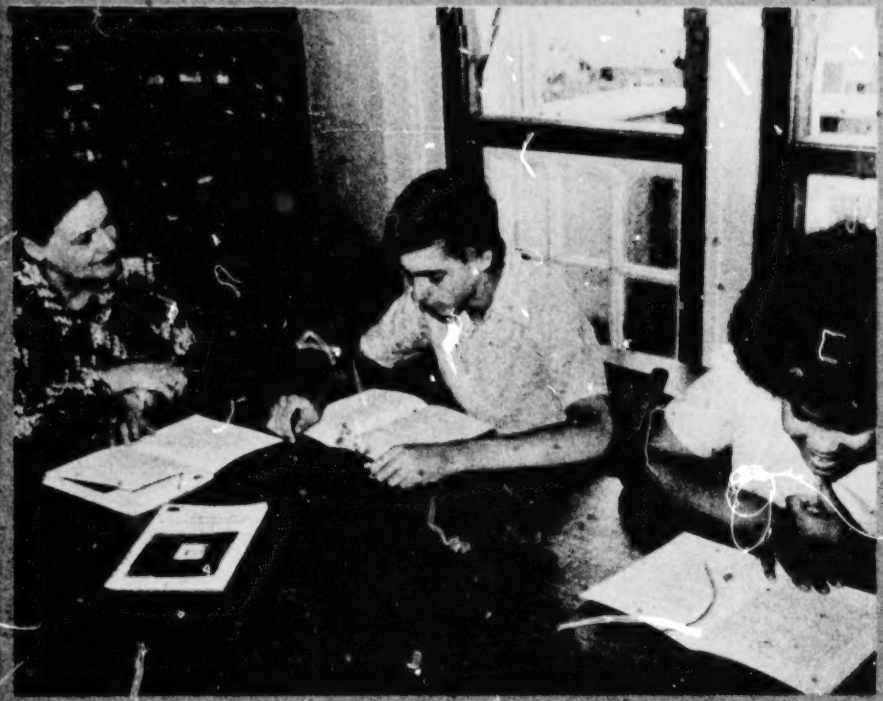
Reading Improvement Teams
1517 South Theresa Avenue
St. Louis, Missouri 63104

READING IMPROVEMENT TEAMS

ESEA TITLE 1

001 857

A Reading Improvement Team (RIT) is a unit of specialized teachers in each of the elementary schools served by Title I of the Elementary and Secondary Education Act.



The Reading Improvement Teams have the special task of helping the school's poorest readers learn to read well enough to enjoy some of the pleasure of learning and to profit more from their education.

The RIT is a new program, but it builds upon reading improvement programs that have been successful in St. Louis over many years.

The teaching approach throughout the program is to diagnose the strengths and weaknesses of the child's reading and to prescribe learning experiences which will build upon the strengths and relieve the weaknesses.

The expectation is that children in St. Louis's Title I program will profit from the teams' commitment to their learning. A child with reading problems has access to the time and ability of a variety of skilled adults, each trained and dedicated to helping children learn to read.

An RIT is made up of

A PRINCIPAL - who gives the program direction, counsel, and administrative support.

A READING ASSISTANT - who helps teachers in the classroom with the children who have much difficulty with reading. The Reading Assistant is the main coordinator of the team's work, and is responsible for the reading improvement of from 120 to 150 children. The Reading Assistant also has the main responsibility for diagnosing reading problems and for on-site inservice training for team members.

A REMEDIAL READING TEACHER - who takes the 50 or so children having the most trouble with their basic reading skills and helps them individually or in groups of about four.

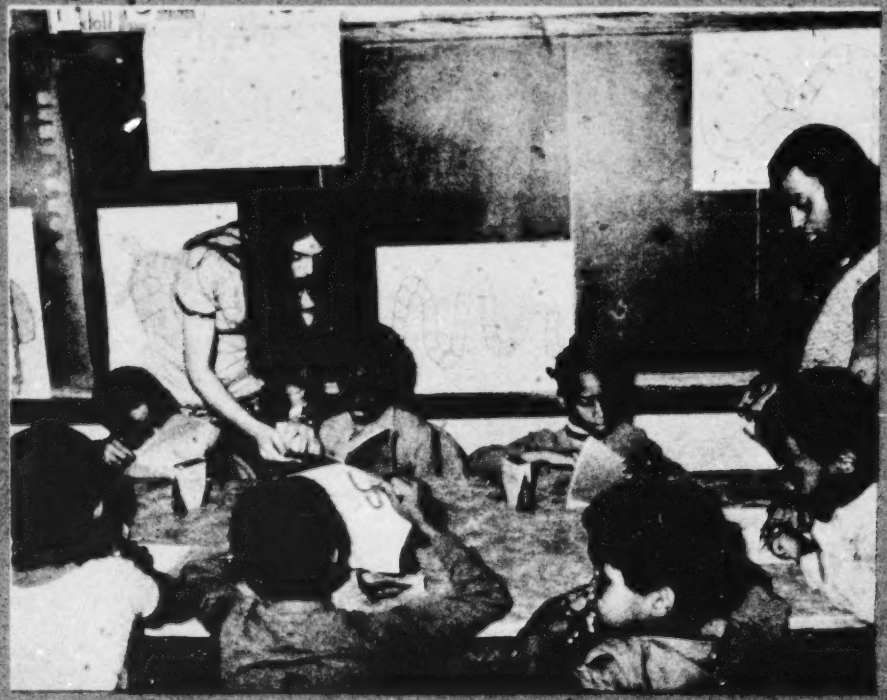
A READING AIDE - who helps the Reading Assistant with testing, record keeping, preparing materials, and tutoring tasks.

And up to 10 CLASSROOM TEACHERS - who provide the basic instruction upon which the RIT's work builds. Classroom teachers also receive and use insights for helping their identified Title I students from information they receive from the more specialized work of the Reading Assistant and the Remedial Reading Teacher.

The teachers on the Reading Improvement Teams are well trained to begin with, and in addition, they receive frequent and systematic training while serving on the team.

Children who are eligible to participate in the Reading Improvement Team program . . .

- live in a neighborhood which has a high rate of poverty
- have normal intelligence
- are significantly behind in reading or behaving on expectational tests



ST. LOUIS PUBLIC SCHOOLS

For further information write: ESEA Title I Supervisor, 1517 S. Theresa, St. Louis, Mo. 63104